



مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT

English Assessment Planner

Level 5.1

Grade 8 General

Term 2

2023 – 2024

Overview

In this assessment planner, you will find all of the tools and information you need to plan and implement Term 2 assessments. While every effort has been made to provide complete and accurate information in this document, there is a possibility that elements of the assessment plan will be updated as the term progresses. If the need arises, updates will be communicated as soon as the assessment team is aware of the change.

Level Alignments

Level alignments allow you to access and understand targeted learning outcomes and assessment goals for your students. Level alignments include the English Language Curriculum Framework for Excellence (ECFE) Level, the Literacy Level, the CEFR Level, the Lexile Range, the Global Scale of English level, a list of National and International Assessments, and a list of assessed curriculum frameworks.

Coverage, Prerequisite Grammar and Core Lexis

Coverage details are of particular importance in planning instruction for the term. In order to ensure that students are fully prepared for assessments, ensure frequent exposure to Term 2 assessment topics, lexis, grammar and functional language found in **this** document. Coverage may differ from what is featured in the course books. In order to support learning, the grammar points that will be assessed in the at-level texts in the GSE grammar column have been augmented with the prerequisite grammar points – the language points that the student needs to understand before they can access the assessed grammar point. A teaching resource with examples of Term 2 grammatical points and functional language will be released to provide support for all Term 2 assessments. A list of some of the core lexis that will be included in the at-level texts and questions is provided in this document. We recommend using the information in the coverage details and core lexis to develop your own resources to provide additional exposure to assessed topics, language points and vocabulary throughout the term.

Term 2 Assessments

In Term 2 Assessments, you will find a list of all assessments for the term including the assessment type, weights for the term and the academic year, potential Continuous Assessment tasks, and a brief description of each End of Term assessment.

Specifications and Guidance

Guidance will be provided ahead of implementation and all specifications are included in the document. The specifications and guidance are similar to the documents released by the assessment team in previous years, with some updates to formatting and content for cohesion and to reflect changes to the assessment plan for the current academic year. Specifications and guidance are provided for the Reading and Writing Summative Assessments.

Level Alignments

Curriculum	ECFE Level	Literacy Level	Phase	CEFR Level	Lexile Range	GSE Level	National and International Assessment
Grade 8 General (BtS Book 8)	5.1	Level 4	4	A2+ - B1	705L - 1210L	39 - 46	EmSAT Advantage – Grade 8 EmSAT 775 - 950

Curriculum Frameworks Assessed:

- English Language Curriculum Framework for Excellence
- Literacy and Communication Framework
- English Language Learning Continuum

Coverage

Topic(s): People, technology, places.			
ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Adjectives: comparatives and superlatives	<p>Can make comparisons with 'more' + longer adjectives (36)</p> <p>Can make comparisons with regular shorter adjectives + 'er.' (38)</p>	Can use all forms of comparatives and superlatives of adjectives. (40)	
Present time: present perfect	Can use 'was' and 'were' with a range of complement phrases. (32)	<p>Can use the present perfect with 'yet' and 'still'. (44)</p> <p>Can use the present perfect with 'for/since' to talk about the duration of states and conditions. (44)</p> <p>Can tell when to use the past simple and when to use the present perfect (BrE). (45)</p>	<p>Expressing opinions</p> <p>Describing hopes and plans</p>
Reported speech: reporting statements	Can make statements and questions with 'know' + wh-clauses. (38)	Can report current and future plans and intentions. (42)	Expressing likes and dislikes
Future time: will and 'going to'	<p>Can use 'will' to ask questions. (35)</p> <p>Can express personal plans and intentions for the future using 'going to' (35)</p>	<p>Can distinguish between the most common ways of expressing the future. (41)</p> <p>Can use 'going to' with reference to predicted future events and situations. (44)</p>	

Core Lexis

People	Technology	Places
audience	attention	cave
orchestra	virus	destination
main characters	personal interest	stadium
theatre	password	underground
drama	uncomfortable	lake
rising action	expert	mountain
falling action	blog	capital city
performers		

Term 2 Assessments

Assessment	Weighting	
	Term	Year
Continuous Assessment	30%	10%
Reading and Writing Summative Assessment	70%	25%

Assessment	Description
Continuous Assessment	In Term 2, continuous assessment is written by teachers based on the individual needs of their students. A continuous assessment guide and materials are available on the English assessment SharePoint and on LMS. Teachers are encouraged to develop their own continuous assessment program tailored to the gaps identified by the diagnostic and summative assessments and also formative assessment conducted during usual classroom practice. A bank of teacher-created resources is available on the English assessment SharePoint.
Paper Summative Assessment	As the culmination of the term's work, students are asked to demonstrate their accomplishments in reading and writing. Students will be asked to respond to an informative writing prompt with three bullet points that corresponds to the topics in the assessment coverage. They will first be asked for their opinion about the essay topic. They will then produce a plan for how they will answer the essay prompt. Both the initial opinion response and plan will be marked by the teacher using holistic rubrics. Students will then produce an extended response, the expected length of which is detailed in the specifications below. The extended response will be marked against an emerging, developing and mastery rubric to generate useful data that can be used formatively. They will then be presented with an extended text and will answer a free-response reading question by inferring information that is not explicitly mentioned in the text. They will justify their answer to that question by drawing on relevant evidence from the text in their explanations. The free-response questions will be marked using rubrics. The writing assessment and inference section will constitute 40% of the summative assessment marks for this term.
SwiftAssess Summative Assessment	In the first part, they will be presented with a MAZE text with five gaps that will assess the prerequisite language needed to access the level. They will select the option that represents the correct grammatical, functional language or vocabulary point to fill the gaps. The next part is a MAZE with ten gaps that will assess the level's coverage. Students will then answer multiple-choice questions about a below-level reading text that will assess prerequisite reading comprehension skills. Next, students will answer multiple-choice reading comprehension questions about an at-level text. This assessment will constitute 60% of the summative assessment marks for this term.

Continuous Assessment

Suggested Continuous Assessment for Term 2. These are not mandatory. Select tasks appropriate to your students' needs.

Task	Outcomes assessed	Task description
Process writing	<p>ENG.05.4.3.XX.008 Use own and others' ideas to plan and develop ideas before writing.</p> <p>ENG.05.4.2.XX.015 Apply spelling rules and conventions with consistency when writing.</p> <p>ENG.05.4.3.XX.016 Use a range of basic language structures in writing.</p> <p>ENG.05.4.3.XX.009 Write simple, structured paragraphs that contain a topic sentence and supporting details.</p>	<p>Students are given an academic essay topic related to the coverage topics. They produce a plan before writing the essay.</p> <p>Potential for peer review and further drafts produced based on teacher / peer comments.</p> <p>Potential to reinforce learning of language structures or vocabulary by requiring their inclusion in the essay.</p>
Project presentation	<p>ENG.05.2.3.XX.011 Read and understand the overall meaning of simple, extended texts on familiar and concrete topics.</p> <p>ENG.05.2.3.XX.012 Read and identify specific information in simple, extended texts on familiar and concrete topics.</p> <p>ENG.05.2.3.XX.013 Read and understand details in simple, extended texts on familiar and concrete topics.</p> <p>ENG.05.2.3.XX.014 Read and identify the main points of simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>ENG.05.2.3.XX.016 Make connections when reading simple texts on familiar and concrete topics.</p> <p>ENG.05.4.3.XX.008 Use own and others' ideas to plan and develop ideas before writing.</p> <p>ENG.05.4.2.XX.015 Apply spelling rules and conventions with consistency when writing.</p> <p>ENG.05.4.3.XX.016 Use a range of basic language structures in writing.</p> <p>ENG.05.4.3.XX.007 Write simple texts on familiar and concrete topics.</p> <p>ENG.05.4.3.XX.009 Write simple, structured paragraphs that contain a topic sentence and supporting details.</p>	<p>Students are given a topic that aligns with the coverage topics. They research and write a presentation on the topic, either individually, in pairs or as a group. They present to the class.</p> <p>Potential to reinforce learning of language structures or vocabulary by requiring their inclusion in the presentation.</p> <p>Potential to assess speaking and listening outcomes if a question and answer session forms part of the presentation to the class.</p> <p>Potential for peer assessment.</p>

Task-based activity	Dependent on task chosen. A wide range of outcomes can be assessed from each domain.	<p>Students are given an activity in groups. Suggested tasks include:</p> <ul style="list-style-type: none"> Designing and making a game, including rules. Writing and performing a play. Researching and writing a newsletter article. Participating in a debate about a topic students have researched. Identifying and providing solutions for an issue (at school or in the wider world). <p>Potential for peer assessment.</p> <p>Potential for post-task reflection activities to assess higher-order thinking skills.</p>
Quizzes	Dependent on quiz content.	<p>Quizzes could have a grammar focus and assess students' knowledge of grammar points either pre or post teaching.</p> <p>They could also have a lexical focus and assess students' vocabulary.</p> <p>Short texts can be presented to students with reading comprehension questions or recorded and used to assess listening.</p>
Reading journal	<p>ENG.05.2.3.XX.011 Read and understand the overall meaning of simple, extended texts on familiar and concrete topics.</p> <p>ENG.05.2.3.XX.012 Read and identify specific information in simple, extended texts on familiar and concrete topics.</p> <p>ENG.05.2.3.XX.013 Read and understand details in simple, extended texts on familiar and concrete topics.</p> <p>ENG.05.2.3.XX.014 Read and identify the main points of simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>ENG.05.2.3.XX.016 Make connections when reading simple texts on familiar and concrete topics.</p> <p>LL4.R.P.2 Consider how information from extended texts can be used after reading or listening.</p>	<p>Students are either set a text to read or are directed to choose a text or book to read. This could be linked to Literature Lessons from the coursebook, if available.</p> <p>Students either produce a general report on what they have read that summarises the main points (writing outcomes could also be assessed here). They could reflect in basic terms about what they have read. Alternatively, a series of questions could be posed that lead them to provide a detailed report. Questions could involve students describing characters, settings, events, or listing new vocabulary or language structures they have encountered by reading. Students could also present their reports to the class and discussions around the themes raised could provide opportunities to assess speaking outcomes.</p>
Portfolio evaluation	Dependent on task chosen. A wide range of outcomes can be assessed from each domain.	<p>Students select pieces of work they have completed for inclusion in their portfolio. Students complete a reflection task where they could explain why they have chosen the pieces of work, what they learned when doing them and what they could do to improve their work for next time.</p> <p>Potential for peer assessment.</p>

Summative Assessment Weighting

Paper exam: 40% of summative assessment term grade				SwiftAssess exam: 60% of summative assessment term grade			
Bloom's	Part	Activity	Weighting	Bloom's	Part	Activity	Weighting
Understand and recall	1	Opinion	5%	Understand and recall (c.25%)	5	Below-level MAZE	13.33%
Application and analysis		Plan	5%		6	At-level MAZE	13.33%
Higher-order thinking		Essay	25%		7	Below-level reading text questions	13.33%
Understand and recall	3	Essay	25%	Application and analysis (c.35%)	8	At-level reading text questions	14.64%
Application and analysis		Inference question	2%		9	At-level reading text questions	5.36%
Higher-order thinking		Justification question	3%				
Higher-order thinking (5%)	4						

Reading and Writing Summative Assessment Specifications

Paper exam

ECFE Alignment: Level 5.1			Term Weighting: 40%	Domain: Reading and Writing
Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 1	Writing task	ENG.05.4.3.XX.008 Use own and others' ideas to plan and develop ideas before writing. ENG.05.4.2.XX.015 Apply spelling rules and conventions with consistency when writing.	5 marks, marked using a rubric Students are asked to produce at least one sentence that contains their opinion about the topic of an essay prompt.	Remember and Understand Application and Analysis Higher-order thinking A: Foundational proficiency B: Grade-level mastery C: Advanced application Phase 4 A2+ - B1
	Free-response opinion question	ENG.05.4.3.XX.016 Use a range of basic language structures in writing.		
Part 2	Writing task	ENG.05.4.3.XX.008 Use own and others' ideas to plan and develop ideas before writing. ENG.05.4.2.XX.015 Apply spelling rules and conventions with consistency when writing.	5 marks, marked using a rubric Students are asked to produce a plan to answer an essay prompt.	Remember and Understand Application and Analysis Higher-order thinking A: Foundational proficiency B: Grade-level mastery C: Advanced application Phase 4 A2+ - B1
	Free-response plan	ENG.05.4.3.XX.016 Use a range of basic language structures in writing. ENG.05.4.3.XX.007 Write simple texts on familiar and concrete topics.		

Part 3	<p>Writing Task</p> <hr/> <p>Extended response</p>	<p>ENG.05.4.2.XX.015 Apply spelling rules and conventions with consistency when writing.</p> <p>ENG.05.4.3.XX.016 Use a range of basic language structures in writing.</p> <p>ENG.05.4.3.XX.007 Write simple texts on familiar and concrete topics.</p> <p>ENG.05.4.3.XX.009 Write simple, structured paragraphs that contain a topic sentence and supporting details.</p>	<p>25 marks, marked using a rubric</p> <p>Students are asked to produce an extended text in response to a prompt and three bullet points.</p>	<p>Remember and Understand Application and Analysis Higher-order thinking</p> <p>A: Foundational proficiency B: Grade-level mastery C: Advanced application</p> <p>Topics: People, technology, places. Expected text length: 70 words</p>
Part 4	<p>Free-response question</p> <hr/> <p>Read the text and answer the question. Use full sentences.</p>	<p>LL4.R.In.1 Infer complex information needed for comprehension when it is not directly stated in complex, extended texts.</p> <p>LL4.R.P.2 Consider how information from extended texts can be used after reading or listening.</p>	<p>Inference - 2 marks, marked using a rubric</p> <p>A free-response inference question that tests deep understanding of the text.</p> <p>Justification – 3 marks, marked using a rubric</p> <p>A free-response justification of the student's answer to the inference question.</p>	<p>Higher-order thinking C: Advanced application</p> <p>Phase 4 B1 – B1+</p> <p>Text: - extended - concrete and abstract topics - informative</p> <p>Text length: 320 words</p>

SwiftAssess exam

ECFE Alignment: Level 5.1			Term Weighting: 60%	Domain: Reading
Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 5	<p>MAZE task multiple-choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	<p>ENG.02.2.3.XX.002 Read and identify familiar words and set phrases in short, simple texts on familiar topics.</p>	<p>5 questions</p> <p>Gap-fill sentences within a MAZE text that test students' awareness of basic grammar and sentence phrasing.</p>	<p>Remember and Understand</p> <p>A: Foundational proficiency</p> <p>Phase 2</p> <p>A1 – A1+</p> <ul style="list-style-type: none"> - simple - familiar - informative <p>Text length: 80 words</p>
Part 6	<p>MAZE task multiple-choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	<p>ENG.05.2.2.XX.012 Recognise key features of text organisation and structure.</p>	<p>10 questions</p> <p>Gap-fill sentences within a MAZE text that test students' awareness of at-level grammar and sentence phrasing.</p>	<p>Remember and Understand</p> <p>B: Grade-level mastery</p> <p>Phase 4</p> <p>A2+ - B1</p> <ul style="list-style-type: none"> - simple, extended - familiar and concrete topics - informative <p>Text length: 200 words</p>

Part 7	<p>Multiple-choice questions _____</p> <p>Read the text and answer a, b or c.</p>	<p>LL1.R.I.2 Identify specific ideas or pieces of information in short, simple texts.</p>	<p>6 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly stated.</p>	<p>Application and Analysis</p> <p>A: Foundational proficiency</p> <p>Phase 2</p> <p>A1 – A1+</p> <p>Text: - simple - informative</p> <p>Text length: 170 words</p>
Part 8	<p>Multiple choice questions _____</p> <p>Read the text and answer a, b or c.</p>	<p>ENG.05.2.3.XX.011 Read and understand the overall meaning of simple, extended texts on familiar and concrete topics.</p> <p>ENG.05.2.3.XX.012 Read and identify specific information in simple, extended texts on familiar and concrete topics.</p> <p>ENG.05.2.3.XX.013 Read and understand details in simple, extended texts on familiar and concrete topics.</p> <p>ENG.05.2.3.XX.016 Make connections when reading simple texts on familiar and concrete topics.</p>	<p>8 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly and implicitly stated.</p>	<p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 4</p> <p>A2+ - B1</p> <p>Text: - simple, extended - familiar and concrete topics - narrative</p> <p>Text length: 280 words</p>
Part 9	<p>Multiple choice questions _____</p> <p>Read the text and answer a, b or c.</p>	<p>ENG.05.2.3.XX.014 Read and identify the main points of simple, extended texts on familiar and some unfamiliar concrete topics.</p>	<p>4 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers implicitly stated.</p>	<p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 4</p> <p>A2+ - B1</p> <p>Text: - simple, extended - familiar and concrete topics - narrative</p> <p>Text length: 280 words</p>